

**THE CHALLENGES OF CLASSROOM MANAGEMENT
IN ESP COURSE FACED BY NEW INSTRUCTORS**



Yusrindha Chamila

201610560211027

**DIRECTORAT OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG**

2019

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THESIS

**Presented as a Partial Fulfillment of the Requirement for Master's Degree of
English Language Education**



Yusrindha Chamila

201610560211027

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Proposed by:

YUSRINDHA CHAMILA
201610560211027

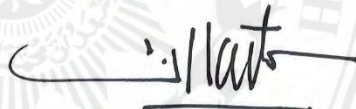
Has been accepted on
Saturday, 21 September 2019

Advisor I



Dwi Poedjiastutie, Ph.D

Advisor II



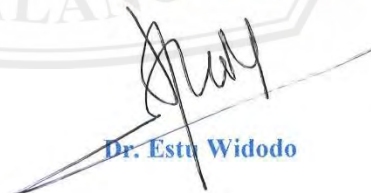
Dr. Sri Hartiningsih

Director of Directorate of
Postgraduate Program



Akhsanul H' am, Ph.D

Head of Program Study



Dr. Estu Widodo

THESIS

Written by:

YUSRINDHA CHAMILA

201610560211027

Has been examined in front of examiners

On Saturday, 21 September 2019 and decided that

It has fulfilled the requirements to get

Master Degree of English Language Education

in Postgraduate Program of University of Muhammadiyah Malang

The Examiners

Chief : Dwi Poedjiastutie, Ph.D

Secretary : Dr. Sri Hartiningsih

1st Examiner : Dr. Estu Widodo

2nd Examiner : Dr. Sudiran

LETTER OF STATEMENT

I, the undersigned:

Name : YUSRINDHA CHAMILA
NIM : 201610560211027
Study Program : Magister Pendidikan Bahasa Inggris

Hereby, declare that:

1. The thesis entitled: **THE CHALLENGES OF CLASSROOM MANAGEMENT IN ESP COURSE FACED BY NEW INSTRUCTORS** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 21 September 2019

The Writer.



YUSRINDHA CHAMILA

MOTTO AND DEDICATION

“Karena sesungguhnya sesudah kesulitan itu ada kemudahan.

Sesungguhnya sesudah kesulitan itu ada kemudahan”

(Q.S. AL INSYIRAH 94:5-6)

“The creative spirit demands persistence. Seeking knowledge at an Young age is like engraving on a stone” (Hasan al-Basr)

“A dream does not become reality through magic; it takes sweat, determination and hard work” (Colin Powell)

Dedicated

I dedicated my thesis to:

My beloved husband and daughters,

My beloved Father and Mother,

My sister and my brother,

My big family

ACKNOWLEDGMENTS

First and foremost, *Alhamdulillah* *robbil'alam*, all praise to Allah SWT for His shower of blessings to the researcher to finish her thesis although there are still many weaknesses that will be revised after getting many advises from many sides. Also, Sholawat and praises are offered to the beloved prophet, Muhammad SAW.

This thesis is the end of the researcher's struggle in obtaining her master degree. The researcher would like to express her feeling to all those people who made an unforgettable experience to finish this thesis successfully. First of all, the researcher expresses the deepest appreciation to Dwi Poedjiastutie, Ph.D and Dr. Sri Hartiningsih, M.M as the first and second advisor for their guidance, comments, support, motivation, encouragement, valuable suggestions and help during the process of writing the thesis. Special thanks are also dedicated to her research subjects who give access and help for the researcher to fulfill her research. The researcher also extends gratitude to the all lecturers of Master Degree of English Language Education of University of Muhammadiyah Malang who have taught and given valuable knowledge during her study.

Moreover, best gratitude are also to her beloved mother, Yutianah; honorable father, Salasa, SE; beloved husband, Deddy Ary Mintarjo; beloved daughter, Khairunnas Lashira Azkadina and Alina Fazqi Ramadhani; lovely sister, Yusdian Rahmawati; cutest brother, Faizal Adi Firmansyah; lovely grandmother alm.Kasih; her whole family; and her best friend, who always give their huge support for her success during the process of writing this thesis.

Malang, 21 September 2019

The Researcher,

Yusrindha Chamila

THE CHALLENGES OF CLASSROOM MANAGEMENT IN ESP COURSE FACED BY NEW INSTRUCTORS

Yusrindha Chamila

Master of Language Education, University of Muhammadiyah Malang
yusrindha.umm@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk menginvestigasi permasalahan dalam manajemen kelas di kelas ESP yang dihadapi oleh instruktur baru di Universitas Muhammadiyah Malang. Penelitian qualitative ini menggunakan kriteria sampel, oleh karenanya peneliti memilih hanya instruktur ESP yang baru sebagai subjek penelitian. Penelitian ini membatasi hanya pada kelas ESP yang diajar oleh instruktur baru. Dengan ini, mengacu pada konteks penelitian ini di ESP UMM, yang mana instruktur baru adalah instruktur ESP yang mengajar kurang dari satu tahun dan dikontrak oleh LC UMM pada semester lalu 2017/2018. Dalam penelitian ini, peneliti menggunakan dua teknik untuk memperoleh data melalui observasi dan interview.

Hasil penelitian menunjukkan bahwa masalah manajemen kelas yang dihadapi instruktur baru terbagi menjadi dua tipe; faktor siswa dan faktor guru. Selanjutnya, masalah manajemen kelas dikarenakan faktor siswa adalah yang paling banyak dihadapi oleh guru. Kemudian, instruktur baru juga memberikan beberapa solusi misalnya dengan menggunakan nonverbal teknik, verbal teknik, kerja berkelompok, aturan, hadiah, dan hukuman.

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Yusrindha Chamila

Master of Language Education, University of Muhammadiyah Malang

yusrindha.umm@gmail.com

ABSTRACT

This study is aimed to investigate the challenges of classroom management in ESP course faced by new instructors at University of Muhammadiyah Malang. This qualitative study employs purposive sampling, therefore the researcher selects only new instructors of ESP as the research subjects. The study limits only for the ESP course which is taught by new instructors. Hereby, referring the context in this research study at ESP of UMM, new instructor is the instructors of ESP who have taught less than one year and being recruited by LC UMM at last academic year 2017/2018. In this study, the researcher utilizes two techniques to gain the data through observation and interview.

The findings show that the classroom management problems faced by new instructors were revealed under the two types; student's factors and teacher's factor. Further, classroom management problems caused of students' factor are mostly faced by the teacher. Moreover, the instructors also provide several solutions and strategies to handle those problems such as by using nonverbal technique, verbal technique, group work, rules, reward, and punishment.

Keywords: *Classroom management, Challenges, ESP, New Instructors*

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INTRODUCTION

Ideally speaking, teaching ESP is important for academic and professional purposes. Falaus (2017) said that ESP courses focus on language context and should be accordance with students' needs to acquire a set of professional skills and particular job-related functions. ESP course is designed to develop university students' English proficiency that enable them to connect with their future career (Alharby, 2005). In this regard, ESP is associated with need analysis where activities are aimed to an English subject for the students' real world that is integrated with students major. For example, Economic students may need an appropriate command of English for business promotion and presentation. In similar vein, Belyaeva (2015) also argued that ESP course are designed to set up the university students be able to apply English for their professionals' duties in the prospective workplace. Moreover, she suggested that ESP content should emphasize more communication needs and professional term. For example, ESP facilitates students communicative for secretary job, TV reporter, or hotel receptionist. Thus, as the ESP teachers, they should encourage students to communicate actively.

To achieve the aforementioned above, ESP teaching ideally should be run with minimum disruption. Therefore, having skill of classroom managements are very essential. By having adequate skill of classroom management, it will determine successful teaching. However, LC UMM always opens recruitment new instructors to be contracted for teaching ESP course in every semester. Moreover, most of them are lack of experience in teaching. In reality, after graduated from universities or college, new teachers do not have adequate skills how to manage their classroom most effectively. Furthermore, the teachers' insufficient knowledge to handle the disruptions, it will affect the students' learning achievement. Thus, classroom management skills become a major concern for new instructors at ESP LC UMM.

Yuanhua and Chuanlan (2016) who also claimed that classroom management becomes the most fearful parts of teaching faced by novice teachers. The result of the study of Veenman (as cited in Merç and Subaşı, 2015) highlights classroom discipline becomes the most serious problems experienced by beginning teachers. Based on the preliminary research, their common challenges

are dealing with noisy and late comer students. Borden (2013) examined that serious problem of classroom management and discipline consistently experienced by beginning teacher in their first-year teaching. Furthermore, Picard and Ria (2011) claimed that beginning teachers commonly have lack of classroom management skill including: planning and organizing work in class, unable to increasing students' motivation, and fail to take into account students' individual qualities.

There are broad definition of classroom management and each scholar has different perspectives of classroom management. Al-Zu'bi (2013) emphasizes that classroom management involves all those essential activities which are proposed to create and maintain a supportive and orderly classroom atmosphere. In line with that, Ahmad, Rauf, Zeb, Rehman, Khan, Rashid, & Ali (2012), claimed that classroom management is the complex practices which consist some aspects including talent, skills, energy and ability from teachers to manage classrooms in order to handle misbehavior students. Further, Wahyuni (2013) said that classroom management is the teacher's effort to organize the activities in the classroom in order to reach conducive classroom atmosphere which supports the student to learn optimally. In order to achieve that expected situations, teachers should do anything to minimize the disruption in a classroom. This is in line with what Fahmida (2007) argued that the effort of teachers to gain a positive environment by keeping friendly relationship with the students is addressed to classroom management. In short, the classroom management in this study will limit and focus on handling the disruption behaviors occur during the learning process in order to create conducive learning.

Yuanhua and Chuanlan (2016) indicated that classroom management becomes one of the most important factors that influence the effectiveness of teaching. During the process of teaching and learning, teachers play the vital role to design and decide the classroom atmosphere. However, in real classroom teaching, teachers will face issues of disruption and misbehavior students that become challenging factor to be handled. As the classroom manager and decision maker, teachers should be responsive and intensive to detect the factors that

elevate the disruption such as overcrowded classroom, inconvenient seating arrangements, and lack of or insufficient resources (Macias and Sancez, 2015)

Considering those reasons, this study broaden the knowledge to this relegated field in LC UMM who provides new teacher for teaching ESP. Hereby, the researcher focuses new instructors who have taught less than one year. Finally, this study is aiming at investigating the challenges of classroom management in ESP course faced by new instructors at LC UMM.

Statement of the Problems

The researcher formulates the statement of the problems as follows: (1) What challenges do new instructors face in ESP classroom management? and (2) How do new instructors solve the challenges of ESP classroom management? In one line with the research questions in this present study, the purposes of the study are as follows: (1) To find out the challenges of ESP classroom management faced by new instructors in teaching ESP (2) To investigate solution to the challenges of ESP classroom management.

Significance of the Study

The result of this study is expected to give contribution and knowledge to three parties. Firstly, both for novice and experienced teachers, it is expected that this research can be references about classroom management in ESP courses and give ideas and strategies to face the challenges in managing ESP classroom especially to decrease the disruption. Moreover, it is expected can easier the new instructors prepare the real classroom settings to maximize teaching and learning process. Secondly, for the institution, LC, can utilize this study as a reference to conduct workshop or training related to the classroom management to improve the instructors' strategies. Lastly, for the further researcher, this finding of this research is expected can be meaningful to support and provide reliable and valid reference to those who are interested to conduct the research about classroom management in different context.

Scope and Limitation

This present research aims to investigate the challenges of classroom management in ESP course at University of Muhammadiyah Malang. The study limits only for the ESP course which is taught by new instructors. Hereby, referring the context in this research study at ESP of UMM, new instructor is the instructors of ESP who have taught less than one year and being recruited by LC UMM at last academic year 2017/2018.

Definition of the Key Terms

To avoid many misunderstanding, the researcher provides some definition of the key terms under the present study.

1. **ESP** is the courses that focus on language context and should be accordance with students' needs to acquire a set of professional skills and particular job-related functions.
2. **Classroom management** refers to the teacher's effort to organize and maintains the classroom discipline to foster students learn optimally. There are several aspect of classroom managements such as the physical environment; routines and procedures; the classroom rules; and the selected interventions that will motivate and discipline students through reward, reinforcement, or punishment (Ingweson, 2000). In this study, the researcher focuses on the aspect of classroom rules that can be related to the classroom discipline. Further, the condition when the teachers do not implement the classroom rules clearly, it can trigger the disruption in the classroom.
3. **New Instructor** is the instructor of ESP who has taught less than one year or they are just being recruited and contracted by LC UMM at last academic year 2017/2018.
4. **Challenge** refers to the problems of classroom management related to the disruption that affect teaching and learning process.
5. **Solution** refers to the way of the teacher to decrease, anticipate, and solve the classroom management problems.

REVIEW OF RELATED LITERATURES

English For Specific Purposes

Theoretically, ESP is designed to meet specific needs of the students. Belcher (2009) argued that ESP has the commitment goal to provide language instruction which supports students' own specific needs. According to Dudley Evans and St John (1998) as cited in Hoa and Mai (2016), ESP has two characteristics: *absolute characteristic* and *variable characteristic*. *Absolute characteristics*: (1) ESP is designed to meet specific purposes of the learners; (2) ESP makes use of underlying methodology and activities of the discipline it serves; (3) ESP is focused on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. Then, *Variable characteristic* are : (1) ESP should be related to or designed for specific disciplines; (2) ESP perhaps use, in specific teaching situations, a different methodology from that of general English; (3) ESP is proposed for adult learners at secondary and tertiary level institution or in a professional work situation; (4) ESP is usually designed for intermediate or advanced students, and (5) Most ESP courses address to the basic knowledge of the language system, but it can be used with beginners.

Moreover, English for Specific Purposes (ESP) courses focus on language context and should be accordance with students' needs to acquire a set of professional skills and particular job-related functions (Falaus, 2017). In similar vein, Belyaeva (2015) also argued that ESP courses are designed to set up the university students be able to apply English for their professionals' duties in the future prospective workplaces. Moreover, she suggested that ESP content should emphasize more communication needs for professional life. For example, ESP facilitates the students skill of communication for secretary job, TV reporter, or hotel receptionist. Thus, ESP teachers should encourage students to communicate actively.

In addressing all the areas above, ESP teacher should be well-prepared to create the specific material for ESP course by following the syllabus that has been made by institution. This has been identified as one of the crucial factor in

classroom management. Smith and Laslett (2002) consider some aspects when planning the material for students. Those are following the relevance and suitability of the material; a variety of teaching aids to present the material; the clarity of presentation; the difficulty and readability level of tasks; and marking the assignment. Furthermore, Ingweson (2000) said that an assignment should be created with a purpose and make sure the students also understand about it. Moreover, he also said that assignment should provide them to learn both individual and team work. By providing grouping, students can practice how to interact and corporate each other. However, creating assignment is not easy, because it needs to fit and match to the skills, interests, and needs of students. Teachers may assign an appropriate amount of homework, it can be students' project or portfolio. Furthermore, it is foremost to give clarity instruction about the homework and then put forward the feedback after students get things done. Through feedback from the teacher, students will learn what is expected and required of them (Ingweson, 2000).

Classroom Management

Fundamentally, classroom management is an essential aspect in educational process. Yuanhua and Chuanlan (2016) also said that classroom management becomes one of the most important factors that influence the effectiveness of teaching. It is also supported by Al-Amarat (2011) who claims that the most important factors and basic requirements of teaching and learning process is dealing with classroom management and handling the classrooms. Moreover, Wahyuni (2013) said that classroom management is the teacher's effort to organize the activities in the classroom in order to reach conducive classroom atmosphere which supports the student to learn optimally. Furthermore, Fahmida (2007) argued that the effort of teachers to gain a positive environment by keeping friendly relationship with the students is addressed to classroom management. Moreover, Al-Zu'bi (2013) also emphasizes that classroom management involves all those essential activities which are proposed to create and maintain a supportive and orderly classroom atmosphere. In line with that, Ahmad et al.

(2012), claimed that classroom management is the complex practices which consist some aspects including talent, skills, energy and ability from teachers to manage classrooms in order to handle the unruly behavior students. This means effective classroom management provides students with opportunities that enhance their learning.

Ahmad et al. (2012) examined that teachers should plan their teaching and learning effectively, because it will support the successful in managing classroom. Hence, the action taken by teachers to maximize students' learning potential through some ways following organizing students, space, time, and material is intended to construct good classroom management (Sieberer and Nagler, 2016). They also suggest all these aspects of classroom management such as deciding the setting and decorating the room, arranging the chairs, interacting to students and handling their responses, establishing routines in classroom, developing rules, and communicating those rules to the students should be built and considered carefully. In line with that, Ingweson (2000) also stated that there are important aspects of classroom management to conduct in order to prevent the disruptions in the classroom following, the classroom rules and the selected interventions that will motivate students to learn and discipline them academically. Both of them will elaborate below.

Classroom Rules

A study conducted by Ladeji and Wells (2014) showed that disruptive behavior in classroom by college or university students is an increasingly concerning problems of classroom management. Therefore, it is important to establish clear rules for students' academic and social behavior in order to decrease disruption and achieve better work of students by knowing what should they dos and don'ts (Sieberer and Nagler, 2016). Further, Smith and Laslett (2002) explain that the classroom rule is the boundaries within classroom for creating discipline environment. They also describe that the rules should be stated clearly and precisely. However, teacher has authority and strategy to communicate the rules and consequence to the students and it must be considered

wisely. There are several guidelines from Ingweson (2000) that may be considered by teachers during establishing the classroom rules. Firstly, involving students in the development of the rules is important to make them adhere to the rules. Secondly, teacher states each rule positively, simply, and to the point. Thirdly, teacher does not only give the rules for the students but also teach them or simply as the model, such as being on time come to the classroom. In addition, every teacher has different contract rule with the student, hence teacher should be consistent to apply those kinds of agreements to make students having sense of responsibility.

The Selected Interventions

The other necessary aspect to contrive is the intervention that will motivate and discipline students academically. According to Ingweson (2000), there are two kinds of misbehavior students following, minor and major infractions. There are some examples of minor infractions include: talking out inappropriately, being late or out of seat, and not paying attention or not following directions. Moreover, minor infractions are still tolerated. Major infractions such as violence and aggression need serious treatments. Teacher should be sensitive to detect and recognize the students' behavior through positive ways. The way of teacher communicate and discipline the students' misbehavior will determine the students' obedience.

Further, talking about discipline, teachers can relate them with reinforcement. Ingweson (2000) said that reinforcer is an object or event that follows particular behavior. The reaction of giving reinforcement to the students should increase or sustain good behaviors. For example, giving praise as a part of reinforcement is expected to motivate students to cooperate for the conducive environment.

The Challenges in Classroom Management

This section will discuss the problems of classroom disruption that commonly faced by the teacher which can disturb the process of teaching and learning. Macias and Sancez (2015) identified several problems that face during the lesson as follows: (1) disrespectful to the teacher (2) lack of students' attention

and motivation in class, yelling (3) disruptive talking, tardiness (4) failure to do homework (5) physical aggression and (6) insulting/bullying . Furthermore, Al-Amarat (2011) mentioned some evident of students' disruption in a classroom following: (1) forgetting school tools (2) frequent absence (3) students' unnecessary talks (4) refusing and complaining on the task (5) hyperactivity (6) disobedience (7) lack of concern in the classroom activities (8) cheating during examination and (9) playing mobile phone during the lesson. In similar vein, Rivas' research findings (2009) also showed some evident of classroom problem caused by students, following: (1) entering class late; leaving out the class with no purposes (2) using the cell phones for non-learning purposes (3) acting bored/apathetic (4) sleeping in class (5) writing assignments for other modules etc. Merç and Subaşı (2015) stated several difficulties faced by teachers that are identified as the classroom management problems: dealing with late-comers and noisy students, monitoring number of students on the task, setting teacher's position in the class and students' seating arrangement. Furthermore, Ali and Gracey (2013) classified disruptions in classroom commonly come from this three categories: misbehavior that is made by the student individually (including while interacting with technology), misbehavior interacting with other students, and misbehavior interacting with the instructor.

In addition, Merc and Subasi (2015) stated the problem of classroom management into it can be coming from the students and the teacher. The disruption that occur because of the students including: noise students, lack of participation, naughty students, uninterested students to the lesson, unnecessary talking, hyperactive students, quarrelling, LI use, tardiness, hyperactive students, and lazy students. Whereas, the examples of the problems that coming from the teachers' factor are the teacher' time management, teacher anxiety, teachers' attendance, teachers' tardiness, and teaching techniques and styles.

In conclusion, those disruptions perhaps happen in the classroom, so teachers should be ready to face and handle it. However, it can be avoided and minimized through some teachers' strategies of effective classroom management. The strategy and prevention of classroom management problems will be explained below.

The Solution of the Challenges in Classroom Management

It is inevitable that teacher will encounter some disruptive students in the classroom that are likely influence the result of learning. Regarding those problems, teacher should seek and consider the solution which is taken appropriately based on the problem stages. Moreover, Smith and Laslett (2002) suggest approach that can reduce minor infraction. For the minor infraction such as, unnecessary chatting among student, noise, over movement, shuffling paper and shifting chair, those are likely interruption that can be reduced by establishing rules and consequences. It is meant to regulate the students by limiting their unnecessary activity. However, teacher should be cool, calm, and carefully in delivering the consequences to the students who are already broken the rules. Furthermore, Marciniak (2015) recommends two types of techniques to handle the disruptive behavior through nonverbal and verbal technique. The nonverbal techniques are following: using body language, using signals, and eye contact. In some cases, teacher can do teaching pause and stop talking to get students' attention which it can increase the students' awareness. Furthermore, monitoring and coming closer to the students' seat also belong to this technique according to Marciniak (2015). Whereas, the verbal techniques can be implemented for example calling the disruptive students' name, asking for repetition, asking the questions and even communicating the rule as a warning. In similar vein, Özben (2010) stated that teachers can apply verbal praise to maintain the good behavior, such as: excellent, well done, good boy/girl, yes, that's right/ correct, and repeating of a student's answer in a positive way.

Furthermore, Yuan and Che (2012) concludes that there are three steps in dealing with misbehavior students (1) pre-empting misbehavior, such as strengthen the relation between teacher and students (2) teacher behavior continuum, such as asking the reason to the students why they did it, then do next step or treatment (3) implementing reward and punishment. Simple word, misbehavior students can handle through some of steps and well treatment.

In addition, Osakwe (2014) states that there are some prevention that can be taken as solutions to obstacle the problems of classroom management. Firstly, the

teacher should provide clearly instructions through a variety of models, approaches and activities consistent with learning objectives to anticipate students' boredom. These activities can drive the students participate actively in the lesson, and elevate their attention and motivation. Secondly, the teacher tries to remember student' names and calling them by their names that can make them feel part of the classroom organization. Thirdly, the teacher is strongly suggested to facilitate students the group work such as laboratory activities and small group projects. It is meant to build the corporation and tighten the relation among their friends. Fourthly, the teacher can reduce the disruption in the classroom coming from the physical environment by rearranging the sitting positions of the students that trigger inappropriate and ensuring that students can easily get access to instructional materials and activities, (Smith and Rivera, as cited in Osakwe, 2014). Fifthly, as a good teacher, giving a right modeling in terms of behavior can determine positive impact on classroom management is a necessary. Lastly, teacher should be clearly establishing rules, policies, and procedures in the classroom. Those rules should be agreed by the teacher and also students. One of the example of the procedures, when the teachers cannot come to teach, the teacher will let the students know about the conditions (Merc and Subasi, 2015). Those actions are alternatively taken by the teacher to reduce or anticipate the problems of classroom management.

New Instructor

Merc and Subasi (2015) argued that classroom management has been identified as the important concern for every teacher, not only experienced or novice teacher but also, man or woman, and old or young teacher. Kyriacou as cited in Merc and Subasi (2015), also argued that problematic of classroom management are still faced even by teachers with 25 years of experiences. In reality, after graduated from universities or college new teachers possess little and inadequate skills and knowledge of how to manage their classroom most effectively. Oliver and Daniel (2007) also argued that classroom management problems experienced by new teachers arise from inappropriate assignment,

inadequate preparation and professional development factor. Because of their lack of experiences, it triggers some problems within classroom. Further, the result of the study reported the eight most serious problems experienced by new teachers as follows: handling classroom discipline, motivating students, dealing with individual differences, assessing students' work, interlace relation with parents, organizing the class work, insufficient materials and supplies, and dealing with problems of individual students (Veenman, as cited in Melnick and Meister, 2008). Moreover, research finding from Yazdanmehr and Akbari (2015) revealed that expert teachers tended to identify and subsequently solve classroom management problems through external controls such as changing seating assignments, whereas a novice teacher are likely to be unaware of it or sometime, ignore classroom disruptions. In a similar vein, Meddour's research finding (2017) reported that student teachers or novice teachers asserted their hesitancy of dealing with disruption problems especially students' discipline problems in large classes at Secondary Schools, and how preparing and adopting the material from a textbook that they have never practiced to work it before. Moreover, it also showed that because of their insufficiency of knowledge, they strongly need a teacher training and practice in different areas of teaching for instance designing a lesson planning, classroom management, and teaching language skills. In conclusion, it is clearly stated that beginning teacher are possible to tackle their lack through a teacher training and practice continuously.

Regarding the concept of new teacher, Boakye and Ampiah (2017) claimed that there is no consistency of what is defined new teacher. They said that new teacher is the teachers who have taught for more than 1 year but less than 3 years. In this study, new instructors refer to the instructors of Language Center (LC) UMM who are working less than one year or they are just being recruited. Moreover, the instructors of LC UMM are recruited for every semester through sequence of recruitment process. With such condition, it is possible that the novice ESP instructors face several issues related to classroom management.

RESEARCH METHODOLOGY

Research Design

The researcher proceeded this present study through conducting research design that is a distinct set of procedures (Creswell, 2012). This research was conducted by engaging qualitative research design to closely obtain the answers of research questions. According to Fraenkel, Wallen, & Hyun (2012) and Woods (2012), qualitative research has several main features: focusing on naturalistic inquiry; having interest in meanings, holistic perspectives, and understandings; emphasizing on the process; engaging inductive analysis and grounded theory; involving depth inquiry; collecting the data in a word form; and having design flexibility.

The major purpose of this study was aiming at investigating the challenges of classroom management in ESP course faced by new instructors at LC UMM. The researcher observed the process of teaching and learning of ESP course in order to discover the real situation to gain the data from the research subjects about the challenges faced during manage the classroom and how they tackle the challenges. Since this study is qualitative approach, the researcher attempted to capture every moment-to-moment to ensure the data and analysis are genuinely through observation (Woods, 2012).

Further, the researcher tried to understand and delved deeply the perception, experience, and social interaction of the natural setting. Therefore, the researcher broadened the explanation through descriptive qualitative method that is in a form of words rather than numbers (Fraenkel et al, 2012). Hereby, the researcher concerned on describing and explaining the challenges in classroom management faced by new instructors of ESP.

Research Subject

According to Creswell (2012), the subject of qualitative research refers to the people who are chosen purposively based on the place and context that can assist to understand the central phenomenon very well. In similar vein, Mack, Woodson, Macqueen, Guest, & Namey (2005) stated that qualitative research

only needs sampling of the population to attain the valid findings. Furthermore, there are some steps in collecting the data from the subjects, namely: identifying the subjects and sites, obtaining the great access, determining the types of data to collect, developing the forms of data collection, and administering the process in an ethical manner (Creswell, 2012).

Since this study employed purposive sampling, the researcher selected only new instructors of ESP as the research subjects. Yin (2011) added that through purposive sampling, the researcher will gain relevant and plentiful data from the research subjects. Furthermore, to closely meet the purpose, the researcher sorted only the new instructors who have taught less than one year and were recruited by LC UMM at last academic year 2017/2018. In this study, there were two selected research subjects who have already taught one semester. They were full-time and part-time instructor. The researcher also selected the instructors who have already finished their master degree. They graduated from Brawijaya University and Radboud University Nijmegen. They came from Banyuwangi and Bangkalan. One of them is female and one other is male. The age ranges 29-32 years old.

Research Techniques and Instruments

Yin (2011) stated that the researcher systematically needs a research technique that means to collect the data. Referring the data collection, Fraenkel et al. (2012) explained that qualitative researchers commonly use three main techniques namely: observation, in-depth interview, and documentation. Furthermore, according to Fraenkle et al. (2012), there will be much on researcher perspective in qualitative research. Therefore, the researcher checked the credibility which is connected with instrument validity (Shenton, 2004). This means by using variety of instruments in collecting the data that can be addressed as triangulation, then its validity is thereby increased (Fraenkle et al., 2012). In this study, as triangulation, the researcher used observation and interview technique.

Observation

Fraenkel et al. (2012) stated that observation is the action taken to capture comprehensive picture of the real situation. The researcher employed observation by means to investigate the phenomena and behaviour of the interest that is the challenges faced by new instructors of ESP in managing the classroom. The researcher intends to observe every challenge occurs and pay close attention to how the way of instructors deal with it. However, the researcher required observation filed note as the instruments to assist the researcher notes and reports related topic, then later she can use as a hint to expand the explanation (Ary, Jacobs, Sorensen, & Rzavieh, 2010). According to Fraenkel et al. (2012) and Flick (2009), in order to avoid something missing the researcher uses camera to record and takes some pictures of behaviour which is rapidly happen in that process, so the researcher can easily repeat for analysing the facts and moments caught.

Further, as an observer the researcher has to consider her role during the observation. According to Fraenkel et al. (2012), there are four main roles as an observer, firstly, *a complete participant* is the situation where the researcher is naturally engaged and interacted with members of the group without their knowing. Secondly, *participant-as-observer* means that the researcher is fully involved in the activity without hidden the identity as researcher to the group. Thirdly, *observer-as-participant* means that the researcher determines herself as an observer to the group of the research, but she is not truly involved in the activity. Lastly is the role of *complete observer*, the researcher totally observes without any way joining those activities. Referring those roles above, the researcher considered the role as complete observer because the researcher focused only to observe the behaviour.

In addition, the researcher conducted classroom observation at ESP course that is under the auspice of Language Center (LC) at University of Muhammadiyah Malang. The researcher has elected this place since this institution establishes the recruitment of new instructors every semester that can ease the researcher to meet the research subjects in the natural setting. Further, the researcher already conducted observation three times of each subjects. The

researcher stopped the observation because the data have been saturated. Morse (2004) revealed that saturation is achieved when there is no new data found and all of concepts in the theory have been developed. This means the researcher could stop the observation because the data has already gathered.

Interview

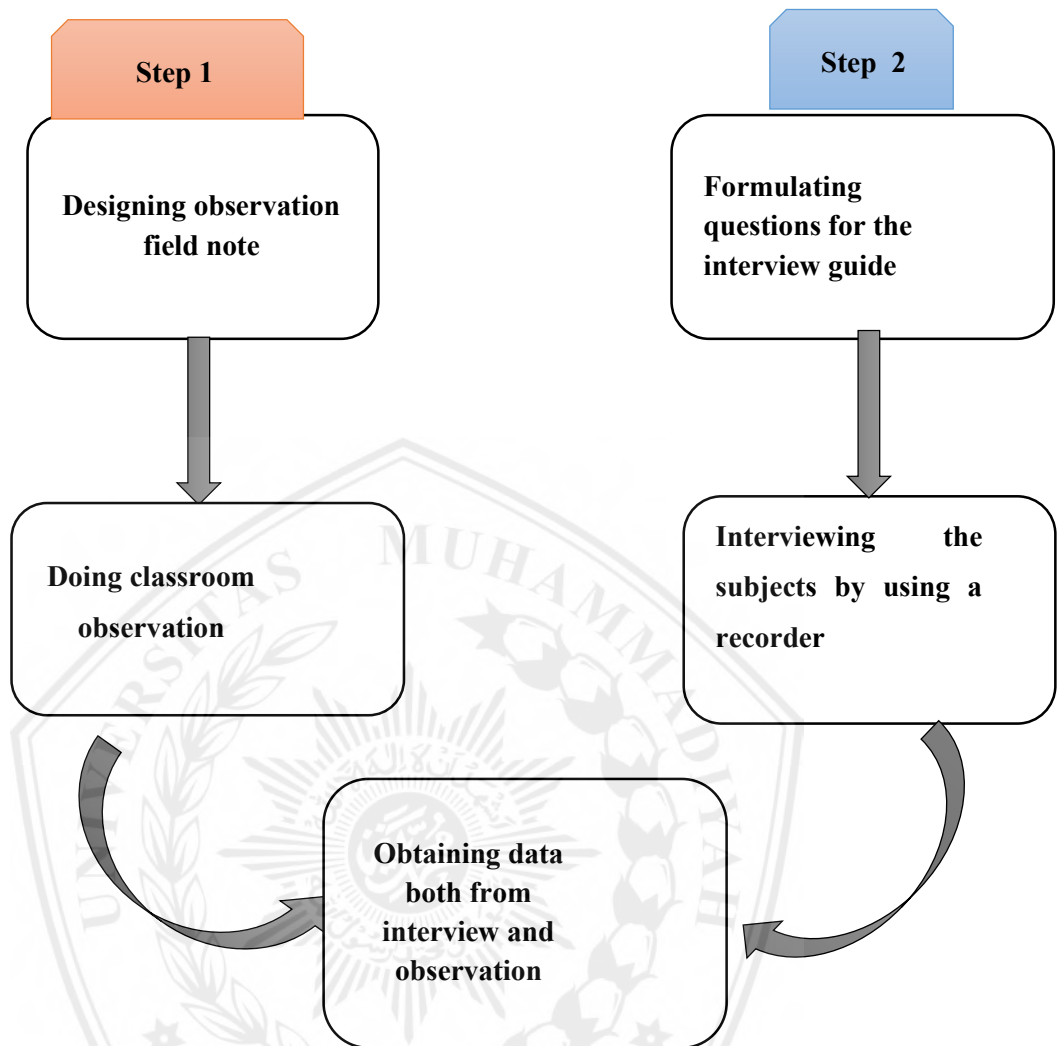
Ary et al. (2010) claimed that interview is employed as the way to complete the other data obtained from observation. He also argued that interview is intended to help the researcher understand the actions and choices comprehensively. Therefore, the researcher arranged interview guides before coming to the interview section to border the topic that easier the process of interview.

There are three kinds of interviews which are applicable, following: unstructured, structured, and semi- or partially structured interview (Ary et al., 2010). *Unstructured interview* is unplanned interview which is the questions sometimes arise from the situation or the subjects' responses. Next, *structured interview* is scheduled and aimed for specific terms to gain certain data from the subjects, then later each subjects of the study will get the same questions as planned. Lastly, *semi- or partially structured interview* is designed as schedule by following formulated questions but make a chance for the researcher to modify the listed questions during the interview process.

In this study, the researcher performed semi-structured interview because she has formulated the questions but possibly widen the questions based on the situation during the interview with the new instructors. Since this information is in a verbal data, the researcher used audio recorder and took a note for some cases, then both data supported the researcher reconstruct the data.

Data Collection Procedure

To closely meet the answer of research questions, the researcher attempts to arrange the procedures of data collection orderly. The researcher has formulated into two sections that will be determined below.



Data Analysis

Ary et al. (2010) and Fraenkel et al. (2012) revealed that qualitative data analysis is an iterative and continuously comparative process which organize complex data from amount of field notes observation, interview transcripts, audio recordings, video data, reflections, or documents. Because of its complex, the researcher will analyze the data into several steps accurately, following:

1. Reducing the raw data taken from each observations. In this step, the researcher eliminated unnecessary data of each observation.
2. Transcribing recorded data of interview into a text. The researcher refined only utterance which is related with the research questions.
3. Reading each units for many times to gain deep understanding. Then, categorizing the data both from observations and interview into the list of the

challenges of classroom management in order to easier the researcher comprehend the data for next steps.

4. Describing the categorized data into several parts orderly based on the statement problems of the study.
5. Drawing the conclusion of the data analysis.

FINDINGS AND DISCUSSION

The research findings showed that the new instructors faced some challenges of classroom management. The challenges of classroom management fell into two categorizes: (1) students as the source and (2) teachers as the source

The Challenges of Classroom Management

1. The students' factors

This disruptions came from students' unruly behavior that were influenced from bad behavior from their previous education, such as: noisy students; apathetic students; frequently absents students; lazy students; late comer students; and mobile-phone players for non-academic purposes. First, the teacher was dealing noise made by talkative students. The noise situation happened because of big class size and the class was in the evening where it triggered disruptive behavior, because the students tended to talk with their friend than engage to the lesson. Moreover, the researcher also knew one student was using swearing words. It was supported by the teacher's statement from the interview.

Yes, another not interested fact that we have to face as a teacher is that some classes are having students more than forty. Then, it also has another challenge to manage the class. The class might be more crowded might be some more active, some others talk by themselves where the class is met in the evening. (Interview 13/9/2018, Instructor 1)

Yeah, one of my students talk improperly. I will warn if they said improperly in the academic setting, I just do not want that those students repeat it again. I just want to give them education even though they are university students they have to behave properly like their previous education. (Interview, 13/9/2018, Instructor 1)

Second, the teacher found apathetic/ careless students who seemed uninterested and ignore to the lesson. They tended to be silent and did another activity. Furthermore, some students were lack of attention and participation

because they were sitting a bit far from the teacher which made them unfocused to the lesson. It needed a treatment from the teacher to make them enthusiast to the lesson and join class activity. It was supported by the teacher' statement as follows.

Oh yeah, of course some of them did not pay attention to the lesson especially those who are far from me. So about those students who are careless join the activity I have the way by pointing them, I do the scanning, and I usually monitor them by walking around. (Interview 13/9/2018, Instructor 1)

Third, the teacher faced absent students where several students repeatedly did not attend the class without giving certain reasons. Fourth, the teacher faced lazy students. Based on the interview with the instructor, it was found that some students were frequently late to submit the assignment.

Yeah, in every class. There are two types of students, the one who really diligent, and the one who are careless or lazy students, they do not even submit the assignment. But no matter the type of students I warn you have to submit the assignment even late, they must be responsible with their assignment. I have story about those kind students, he was absent for many times, and then I said, you must follow others (do the same assignment like the other friends) in one week, to make it fair. But he never fulfilled it, so I give the score D. (Interview, 13/9/2018, Instructor 1)

Fifth, the teacher faced late students who often came late to the class. There were some reasons for being late for instance, because of their undisciplined. Then, another reason was because of their sequential class schedule while the classrooms were far apart, so they took longer time to arrive in the next class.

Yes, almost every meeting I face the students' coming late, but I try to manage it of course. I have already advised and suggested them to come on time, first we plan to have the class at mechanical building to easier them come to the class but then the gazebo there was full, and we should move here (a bit so far from mechanical building) so they always have reason that they need time to walk here. (Interview, 14/11/2018, Instructor 2)

Sixth, the teacher also found the students who were busy with their cellphones but not in the academic corridor. This happened when the teacher allowed them to open the dictionary on their cellphones.

I allow them to use phone for the term of English or teaching activity for looking the dictionary or the word meaning and so on. But somehow, it is also difficult for me to control what they open in their smart phone. But in

other side, if I do not let them open dictionary, they will ask me a lot, so I let them to be independent actually. So I ask them to not use the phone for non-English activity. (Interview, 14/11/2018, Instructor 2)

To sum up, the researcher discovered that the new instructors met several challenges in terms of classroom management which caused by the students. Those problems should be detected early, so the teachers could discipline the students through some solutions which were suitable with the students' condition.

2. The teachers' factors

Based on the interview and observation, the classroom management problem that come from teachers themselves. They could not consistent follow the classroom rules, such as problems with time management, being absence, and coming late. First, the teacher met the problem with time management. In listening class, the teacher always carried a portable speaker from her office which was located some distance away from where she taught. Based on the observation, the teacher got a problem with her portable speaker, and then she needed to take another speaker to her office. Additionally, she had to do a series of activities that had to be set before using the speaker in the class, such as connecting cables, adjusting the laptop, etc. The researcher observed that it consumed few minutes that affected the time allocation of the teaching and learning process.

Second, the instructors had been ever absent. Hence, there was no teaching and learning activity at one meeting. Third, the researcher investigated during observation that the teacher sometimes came late to the classroom. The instructors said that they would inform the captain of the class as if they would come late. Moreover, the instructors also conveyed that they were ever late.

Yes, I manage my time and try to be on time, if sometimes I am late I let the captain know and ask him to handle the students in that time, then I apologize to them when coming. (Interview, 13/11/2018, Instructor 1)

Yes, I also announce the captain that I am gonna late because I need to do lots thing in the office for example. (Interview, 13/11/2018, Instructor 1)

To sum up, the new instructors found several problems of classroom management caused by the teacher. Those problems normally happened to the teachers. However, a good teacher should minimize those problems wisely.

The Solution to the Challenges of Classroom Management in ESP Course

The research findings showed that the new instructors applied various solution to address the challenges of classroom management in ESP course. The solutions were taken to cope with problems that aroused related to classroom management from the following categories, i.e.: (1) students' factors and (2) teachers' factors.

1. The solution to the challenges cause of students' factors

According to the observation and interview the teachers implemented several ways to handle the disruptive students such as by using nonverbal technique, verbal technique, group work, rules, reward, and punishment. First of all, in dealing with noisy students, the new instructors had several solutions to handle those problem. The teacher tried to use nonverbal technique, such as to control the students, the teacher usually approached them by walking around and reminding them to be quiet by gesture and start the lesson. Sometimes, the teacher also tapped the whiteboard to focus students' attention. Besides, the teacher also used verbal technique to handle misbehavior students. The teacher immediately appointed and asked the talkative student to answer the questions given by the instructor when the discussion related to the material was ongoing, so that student focus and be ready to the lesson.

Further, because of chaos situation, the teacher also divided the material into several parts in anticipation if the meeting of the day could not finish a topic, the teacher will proceed to the next meeting. Furthermore, researcher found that the teacher applied group work or pairs with the consideration that if students worked in groups, the teacher could more easily deliver the material and control the students during the learning activities.

Yes, of course, because the number of the students sometime impossible to make it in one meeting, so I will give the same topic in the next material if it does not finish one meeting. (Interview, 13/11/2018, Instructor1)
So I choose students randomly, I create a group work. I just want to make it easy in controlling them. In speaking class I often make them work in pairs or group because they need to communicate and practice speaking. (Interview, 14/11/2018, Instructor 2)

In addition, the teacher also warned students that she would give a special mark to the names of those who used swearing word, in the student attendance list, where this will affect their final grades. The teacher stated it in the interview below.

Yeah, one of my students talk improperly. I will warn if they said improperly in the academic setting, I just do not want that those students repeat it again. I just want to give them education even though they are university students they have to behave properly like their previous education. (Interview, 13/9/2018, Instructor 1)

I warn them actually like in the beginning of introductory meeting as the contract class, I will say to them I have a different ways of giving score compare to other lecture that I called it as “nilai amal dan perbuatan selama di kelas” (attitude score), it is not about your intelligent but also your attitude here is counted, put into consideration for giving score. (Interview, 13/9/2018, Instructor 1)

Second, to overcome the challenges of facing apathetic/ careless students, the teacher scanned and gave more attention to apathetic students with the intention to focus them on the learning activities. The teacher used eye contact such as monitored them by moving dynamically among the students to find out those who ignored the lesson. As well, the teacher also asked students to move their sitting position closer because unsupportive sitting position made them less concentrated in doing the task. Besides, the teacher also appointed several students directly to present their group work, because most of them did not want to voluntarily represent their group in front of the class. Moreover, to attract the students' participation, the teacher also would give a mark to those students who already answered the question. In addition, the teacher commonly appreciated the students after they answered the question such as “great job”, “that's right”, and “it's oke”. It would make them confident to express their thoughts and participate actively during the learning process. Moreover, it also could maintain the students' good behavior. It was supported by the teachers' statement below.

Oh yeah, of course some of them did not pay attention to the lesson especially those who are far from me. So about those students who are careless join the activity I have the way by pointing them, I do the scanning, and I usually monitor them by walking around. I ask them randomly to presentation so all the students must be ready. (Interview, 13/11/2018, Instructor 1)

Basically everybody is the same one to be appreciated, if we give a compliment when they do something right, I think their motivation get higher, they will more active in the class. For example in reading class, I usually ask them to read the sentence or translate it. Then I say to them that I give the star on their name that will help their score in the end. (Interview, 13/11/2018, Instructor 1)

I never provide them snacks, but I give such a point I said who wants to participate answer the question I give the stars in attendant list, they even check it sometimes. (Interview, 13/11/2018, Instructor 1)

Third, to deal with students who were repeatedly absent, the teacher confirmed the reason for their absence. If they were sick, they must give written proof from a doctor or authority that can be accounted for. In other words, the teacher asked for authentic evidence of the absence so that students did not underestimate the lesson and actively attended lectures in class. If students were absent for unreasonable causes more than three times, the teacher would not hesitate to give a low score for the students.

I always give them like a warning, for example when the students did not come in the last meeting, in the next meeting when I check the attendance list I ask the students 'where were you last week?' such like I control them, I warn them, and reminding them that they cannot absent for more than three times, so they will not get wrong someday. If they cannot come because of sick they should give me know and send me the authentic proof. (Interview, 13/11/2018, Instructor 1)

Fourth, to deal with lazy students who were late in submitting assignments, the teacher told students to keep sending their assignments even though they were late, and the task must be as weighty as the duties of their friends. That was confirmed by the teacher's statement.

Yeah, in every class. There are two types of students, the one who really diligent, and the one who are careless students, they do not even submit the assignment. But no matter the type of students I warn you have to submit the assignment even late, they must responsible with their assignment. I also have story about those kind students, he has absent for many times, then I said, you must follow others (do the same assignment like the other friends) in one week, to make it fair. But he never fulfill it, so I give the score D. (Interview, 13/11/2018, Instructor 1)

Fifth, to handle students who often arrived late in class, the teacher established the rule, following: (1) making agreement with students at the beginning of the semester where the frequency of students' late had a significant effect on students' scores at the end of the semester, (2) giving them punishment like translating text.

Besides the policy, the teacher also gave the tolerance for being late because of certain reason. For example, if the students could not come on time because of accidentally condition, they had to tell the teacher earlier. Moreover, the teacher also gave tolerance because the condition of students who were late because of sequential class schedules while the classrooms were far apart. Therefore, they took longer time to arrive in the next class. The teacher tend to look for other ways so that teaching process continued to run according to the prepared lesson plan by directly starting the learning activity without waiting for all students to be present in the class. To save time, the teacher has made anticipation by writing formulas on the board about the topic of learning that day that was about past tense. In addition, the teacher also checked the attendance list while the students were working the task. It was supported by the teachers' statement below.

I warn them actually like in the beginning of introductory meeting as the contract class, I will say to them I have a different ways of giving score compare to other lecture that I called it as "nilai amal dan perbuatan selama di kelas" (attitude score), it is not about your intelligent but also your attitude here is counted, put into consideration for giving score. (Interview, 13/11/2018, Instructor 1)

Yeah, I about being late maybe I just warn them in the next meeting they just come earlier sometimes I give them punishment for example to translate the text (in reading class). (Interview, 13/11/2018, Instructor 1)

For late, we tolerate about fifteen minutes late, I do not give them punishment, but if they are late I ask them to inform me earlier in advance, also me if I am late I will inform the class that I will be late, so far the students inform me I think this oke. (Interview, 14/11/2018, Instructor 2)

I have already advised and suggested them to come on time, first we plan to have the class at mechanical building to easier them come to the class but then the gazebo there was full, and we should move here (a bit so far from mechanical building) so they always have reason that they need time to walk here. (Interview, 14/11/2018, Instructor 2)

Sixth, the treatment for students who were busy with their cellphones for non-academic purposes such as chatting was the teacher immediately came and warned the students "stop chatting". The teacher tried to control their using of the mobile phone.

I allow them to use phone for the term of English or teaching activity for looking the dictionary or the word meaning and so on. But somehow, it is also difficult for me to control what they open in their smart phone. But in other side, if I do not let them open dictionary they will ask me a lot, so I let them to be independent actually. So I ask them to not use the phone for non-English activity. I will warn them if they still do it. (Interview, 14/11/2018, Instructor 2)

To summarize, the new instructors had already implemented the variety ways to solve the challenges. The instructors had the consideration to take decision for the problems which were fitted with the students' condition. In addition, the right decision could affect the result of the teaching and learning process.

2. The solution to the challenges cause of teachers' factors

Based on the results of interviews and observations, it was found that the new instructors used various solutions to face the challenges of classroom management that came from themselves, such as: (1) provide students self-studying (2) reschedule the meeting and (3) facilitate the student online platform. First, the teacher got into trouble with time management because she did not prepare an alternative plan when her portable speaker was not working at one meeting. Hence, she needed time to take other speakers from his office which was located some distance from where she was teaching. This greatly affected the teaching process where the learning time was stopped several times until the loudspeaker could work properly. To keep students learning, the teacher asked them to continue self-studying on the material when the teacher left the class. From the researchers' observations, some students obeyed the teacher's instructions yet some others were busy with themselves. However, the teacher could overcome this challenge and continue the activity for the listening class although the teacher seemed pass the activity quickly. It was strengthened by the teacher' statement as follows.

As a lecturer, of course I feel like a bit disturbed and worry, what I am gonna do is the audio does not work, and need to go back to my office take another speaker and try it many times. Because it consumed much times so the class run unexpected. I asked the students to studying the text by them self for a while (Interview, 13/11/2018, Instructor 1)

Yeah I am afraid the time is not enough for the whole activity, but I think at least the students get something rather than doing not useful. (Interview, 13/11/2018, Instructor 1)

Second, in giving the solution to problem of come late to class, the teacher informed the captain of the class by sending the message to inform to their friend and asked

him/her to handle their friends first. Moreover, the teacher asked a help to the captain to ask their friend studied about the printed material that was already distributed before.

Yes, I also announce the captain that I am gonna late because I need to do lots thing in the office for example. I inform the captain to handle their friends and sometime ask them to read the material that I have shared to them before the class. (Interview, 13/11/2018, Instructor 1)

Third, when the teacher were unable to attend the class, she asked the captain of the class to discuss with their friends to reschedule the meeting. Nonetheless, when students found it difficult to find the time and place for a substitute class, the teacher finally gave an additional assignment as a substitute for the missing meeting. The teacher also would design online classes such as via Edmodo or google docs. Edmodo was like platforms where students got links to access and download assignments so they got online learning. It was explained from the interview below.

Yeah, it always happened, to make up class we cannot do listening in the gazebo because of so much disturbing and to find the room is really hard, so the only way is to give them additional assignment. Usually I give the form and audio to do individually or sometime with the group. Then in the next meeting I take for some times to discuss it before we come to another topic or materials. (Interview, 13/11/2018, Instructor 1)

Yeah, we need to make agreement then with the students to have make up class. If it is not, it is possible to make them have an online class like via module or google.doc, if we are not able to come to the class or another make up class. Edmodo is like platform where the students get the link to access and download the assignment so they get online learning. (Interview, 14/11/2018, Instructor 2)

In conclusion, the new instructors tried to be as professional as they could. In case they arrived late or could not attend the class due to something urgent, they still provided learning opportunities to the students, even though they could not meet in person. This was intended so that the teaching and learning process continued to run optimally and no one was harmed.

Discussion

This section focuses on discussing the research findings which cover: 1) the challenges of classroom management in ESP course faced by new instructors

(2) the solution taken by new instructors to solve the challenges of classroom management.

Regarding to the first research question, it concluded that new instructors faced some challenges in their first year of classroom. It is indisputably that the new teacher would face a challenge during the teaching and learning process, but they ought to minimize those challenges. Based on the research findings, it was found that new instructors faced two types of challenges during teaching ESP course.

First, new instructors faced the challenges of classroom management due to students' unruly behavior, for examples: noisy students; apathetic students; frequently absents students; lazy students; late comer students; and mobile-phone players for non-academic purposes. Those findings were supported by Al-Amarat (2011) who found some evidences of students' disruption in a classroom, following: forgetting school equipment, frequent absence, students' unnecessary talks, refusing and complaining on the task, hyperactivity, and disobedience. In similar vein, Rivas (2009) also showed some evidences of classroom problem caused by students; entering class late, leaving out the class with no purposes, using the cell phones for non-learning purposes, acting bored/apathetic, sleeping in class, writing assignments for other modules. Second, new instructors also faced few challenges caused by the teacher' factors such as, time management, being absence, and coming late. It was in line with Merc and Subasi (2015), their finding showed that pre-service teachers found problem with teacher' time management, unexpected situation, teacher' absence, teacher' tardiness, and teacher anxiety.

In addition, beside two types of the challenges, new instructors also found other problems related to the facilities of the institution. For instance, the new instructors met the problems such as need an available classroom, because mostly for speaking class it was in outdoor class. Further, there was noisy from the environment during the outdoor class which disturbed the classroom activities such as speaking class. Both the teacher and students needed high concentration to listen what they spoke. The teachers needed to come closer to the students to hear

what they spoke. Whereas, the other students who were beyond the teacher control seemed talking with their friends. It supported by Osakwe' research (2014) that classroom structure means the physical setting of the classroom could bring up classroom the disruption that affect learning process.

In relation with second research questions about the teachers' solution to the challenges, the findings of this research were found that the new instructors had implemented some solutions. First, Smith and Laslett (2002) suggested approach that can reduce minor infraction, such as, unnecessary chatting among student, noise, over movement, shuffling paper and shifting chair. They claimed that those infraction were likely interruption that can be reduced by establishing rules and consequences. In the same way, the teacher also created some rules or contract of the class to discipline the students. For examples, the teacher made an agreement with the students that she would like to report the students' attitude during the course such as: frequently absence, coming late, lazy students, and other students' misbehavior, that would became a consideration in giving grades in the end of the course. During the teaching and learning process, the students who broke the rules, would get a consequence that influenced their final score. Furthermore, the teacher also made a rule for being late not more than fifteen minutes, and for being absent not more than three times.

Besides applying the rules and consequences to tackle the problems caused by the students, another teacher seemed more flexible. He did not have specific rules of the classroom for his class, but he just gave a tolerance for being absence and late to attend the classroom because of certain reason. Otherwise, the teacher tends to face the problem and solve it in that time. However, the teacher still had a strategy to cope the minor infraction by moving around and warning the students during the course. Besides, he also used verbal warning to remind and warn them when they were busy with their mobile phone for chatting/ non-academic purposes, and also called their name if they were careless to the lesson. It was also the same way done by Marciniak (2015) that one of the strategy to faced misbehavior students was through verbal technique, by giving the verbal warning. Moreover, the teacher also applying nonverbal technique in solving the disruption

as the same way as Marciniak (2015). The teachers used nonverbal technique, such as eye contact and body language (appointed the students). Second, in term of solving the problems of classroom management related to the teachers' factor, the new instructors took the same way as Merc and Subasi' finding (2015) by passing the activity quickly, when the teacher discovered problem of time management.

Besides giving the solution to the challenges, the new instructors also applied strategy to maximize teaching and learning. Dealing with Osakwe' research (2014), it was found that the teacher was strongly suggested to facilitate students to work co-operatively in groups such as laboratory activities and small group projects. It was also found on this findings where new instructors had implemented group work or pairs for the classroom activity in order to ease in managing and controlling the students. Moreover, it also meant to facilitate students more practice to communicate with their friends especially in speaking. In addition, the teacher also used the strategy to maintain the students motivation in learning by providing them verbal praise such as appreciated the students after they answered the question such as "great job", "that's right", and "it's oke". This finding also same as Ozben' findings (2010) where the teachers should keep the students good behavior through verbal praise, such as: excellent, well done, good boy/girl, yes, that's right/ correct, and repeating of a student's answer in a positive way.

Besides those similarities above, the differences also arisen. Further, the finding of this study found that the new instructors were aware and capable to handle the disruption certainly. Instead, the instructors did some preventions to minimize disruption in the classroom by being friendly to the students and usually sitting closer beside them. Moreover, from the observation found that new instructor built a chit chat and inserted jokes naturally to make enjoy and fun learning. From the interview, the new instructors said that they tried make them comfort without feeling fearful. However, the role of teacher and students also important to cooperate together in order to make the class run successfully. Furthermore, if the students were afraid to the teachers so they would not to say something or even join the course. Those

findings were different from Yazdanmehr and Akbari' research (2015), it revealed that expert teachers tended to identify and subsequently solve classroom management problems through external controls such as changing seating assignments, whereas a novice teacher were likely to be unaware of it or sometime, ignore classroom disruptions.

Related to the problems of classroom management caused by teacher' absence, it found that new instructors had different solution from Merc and Subasi' finding (2015) to tackle this problems that only informed the students about the teacher' condition for being absent. Whereas, the new instructors tried to reschedule the meeting or gave additional assignment. Nonetheless, when students found it difficult to find the time and place for a substitute class, the teacher finally gave an additional assignment by designing online classes such as via Edmodo or google docs. Edmodo was like platforms where students got links to access and download assignments so they got online learning.

From those explanation above, it can be concluded that the new instructors faced some challenges of classroom management. However, although they were lack of experience but they could handle and solve those barriers by implementing several strategies and preventions. In addition, the new instructors tried to be a professional teacher by keeping their students' motivation in learning ESP course and maintaining the students could learn ESP course optimally.

CONCLUSION AND SUGGESTIONS

Conclusion

According to the research findings and discussions which are performed in the previous chapter, the classroom management problems faced by new instructors were revealed under the two types: student's factors and teacher's factors. Moreover, the instructors also provided several solutions and strategies to handle those problems.

First, in regards to the classroom management problems caused by the students, it were following: noisy students; apathetic students; frequently absents

students; lazy students; late comer students; and mobile-phone players for non-academic purposes. Second, it was found that the classroom management problems caused by the teacher such as time management, being absence, and coming late.

Regarding to the problems solving of the classroom management, the new instructors already provided the variety solutions. First, the instructors tackled the problems caused by students through some ways: (1) implementing nonverbal technique such as: walking around to control them to be focus; reminding them to be silent by gesture; appointing the talkative student; tapping the whiteboard to focus students' attention; eye contact to monitor the students; and setting their seat to be closer to make them focus learning (2) using verbal technique such as: asking the apathetic students to answer the question; giving a warning to those students who used swearing word and who were busy with their cellphone for non-academic purposes; asking the authentic evidence when the students could not attend the class; warning and making agreement the students who were frequently absent and late; and appreciating the students who participated to the activities through verbal praise (3) creating a group work to ease controlling the students (4) providing a reward though a giving point plus to the students, and (5) giving a punishment to those who were often coming late such as, translating a text.

Second, in solving the classroom management problem caused by the teachers such as time management problem, the teacher tried to keep students on learning by asking them to continue self-studying on the material when the teacher left the class. The teachers also would inform the students when they would be late. Furthermore, the teachers also would provide online platform when they could not come to the class such as, via Edmodo or google docs where students got links to access and download assignments so they got online learning. In conclusion, the new instructors were responsive to detect the disruptions, and then providing the appropriate ways to handle those problems, so the teacher can continue teaching to reach optimal learning.

Suggestions

Based on the findings and discussions of the study, the useful suggestions need to be attached. First, this is addressed to the institution, LC UMM, should provide such kind of a professional workshop related to the classroom management in order to give beneficial knowledge to the new instructors in facing its problems. Furthermore, the institution should facilitate more classroom for ESP speaking to reach an effective speaking course.

Second, for the new instructors should be more creative to build classroom activities in teaching ESP that can make the students focus learning which decreases their misbehavior. Furthermore, to discipline the students the teacher should establish clearly rules and commitment with those rule. Moreover, the new instructors should minimize the classroom management problems by themselves, in order to give the good model for the students.

Third, it is addressed to the further researcher who are interested in conducting the similar study in classroom management challenges. For further researcher, it is suggested to conduct classroom management challenges faced by new teachers in teaching General English and in different aspect of classroom management.

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APPENDIX 1

OBSERVATION FIELD NOTES

Observation I

Date : 5 October 2018

Time : 2 x 50 minutes at 3.15 p.m

The instructor : Instructor 1

ESP Course/Class : Listening course/ Forestry

Procedures :

1. The researcher asked permission to Instructor 1 to conduct research in their class.
2. The researcher came together to the classroom.
3. The researcher taken a seat at the back.
4. The researcher observed the class until the end.

MATRIX OF FIELD NOTES

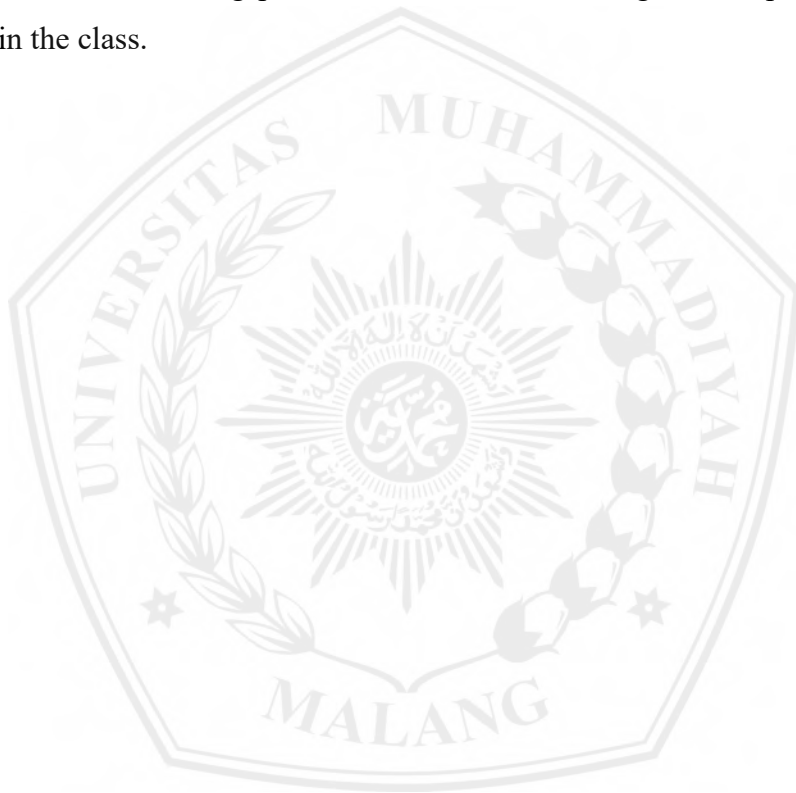
The Cause	The Problems
1. Pupils as the source	1. Instructor 1 made a deal with noise students who are talking unnecessary with their friend while the other friend answering the questions from the Instructor. 2. Instructor 1 met talkative students. 3. Instructor 1 found uninterested/ silent students.
2. Teachers as the Source	1. Instructor 1 met the problems with time management, because Instructor 1 needed to take another speaker to her office.

➤ **Solution of the challenges**

The Problems	The Solution
1. Pupils as the source	<ol style="list-style-type: none"> 1. Instructor 1 moved around among the students to control their noisy and asked their attention to listen their friends. Besides, Instructor 1 also tapped the whiteboard to attract their attention. 2. Instructor 1 pointed the talkative students to answer the question, in order to re-invite him more focus for learning. 3. Instructor 1 tried to appoint the silent student to participate answer the question of related material. It was by meant to make them ready and speak up for participating while learning process. The teacher also asked the student to move their sitting closer. After that, the teacher also gave point the students who were participating the activity.
2. Teachers as the Source	<ol style="list-style-type: none"> 1. Instructor 1 asked permission to take the speaker, and asked them to continue checking and reading their material while Instructor 1 leaving the classroom.

Note:

Instructor 1 gave the song to the students as alternative source and material for speaking in this meeting, by means to avoid monotonous teaching material and make them feel enjoy doing listening exercise. Besides, Instructor 1 also appreciated and respected to the students who participated in the class by giving them a mark/point. It could motivate and attract the students to be enthusiast for participating. Then, Instructor 1 invited the students to discuss and answer the questions of the listening practice, in order to encourage them speak up and be active in the class.



APPENDIX 1
OBSERVATION FIELD NOTES

Observation II

Date : 19 October 2018
Time : 2 x 50 minutes at 3.15 p.m
The instructor : Instructor 1
ESP Course/Class : Listening course/ Forestry
Procedures :

1. The researcher asked permission to Instructor 1 to conduct research in their class.
2. The researcher came together to the classroom.
3. The researcher taken a seat at the back.
4. The researcher observed the class until the end.

MATRIX OF FIELD NOTES

The Cause	The Problems
1. Pupils as the source	1. Instructor 1 found the talkative student who is talking improper words. 2. Several students did not attend the class. 3. Instructor found the absent student did not submit the assignment yet.
2. Teachers as the Source	1. Instructor 1 came a bit late because of any reason. 2. Instructor 1 was absence because of sick in the previous meeting. But Instructor 1 found difficulties in making an appointment for makeup class, to substitute the off meeting.

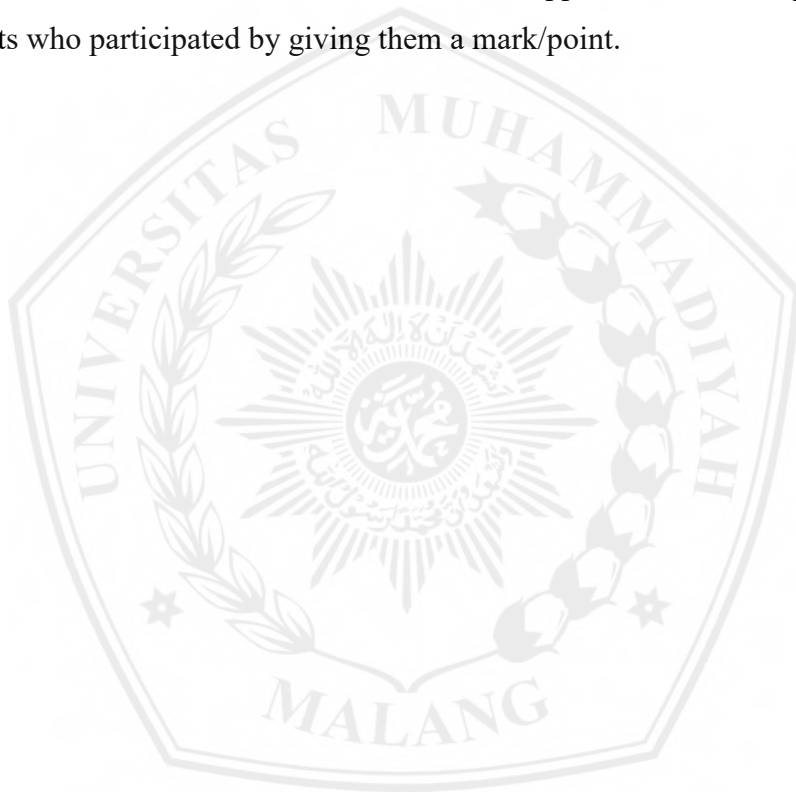
➤ **Solution of the challenges**

The Problems	The Solution
1. Pupils as the source	1. Instructor 1 warned the students that she will sign the name which influence the student's score. 2. Instructor 1 asked the reason for being absence, if the student were sick Instructor 1 asked the letter. In other word, Instructor 1 asked the authentic proof for absence in order to make the students always attend the class. 3. Instructor 1 asked the students to submit event late.
2. Teachers as the Source	1. Instructor 1 asked apologize to the students. Before coming to the classroom, Instructor 1 already sent message to the captain of the class about her condition for being late and asked the captain to make sure their friend study about the printed material that is already distributed before. 2. Instructor 1 asked the captain of the class to discuss with their friends about rescheduled meeting for many time, but there was no good responding from them. Therefore, Instructor 1 took the problem's solving by give them additional assignment.

Note :

In this meeting, Instructor 1 also did some preventions. For examples, to avoid something missing because of unclearly voice of the audio Instructor 1 asked the students to move their chair to be closer. Besides, Instructor 1 also created familiar topic for this meeting to attract students' interest and participation that is about "food". It was proven when almost the students' enthusiast to answer the question on the white board. Instructor 1 also prevented the students'

misunderstanding or missing the information, by explaining about difficult words and cross culture understanding related to the topic. Then, Instructor 1 also invited students to participate explaining the difficult words by means made them be active. Instructor 1 also always controlled the students by checking the students' readiness and understanding for several time to make sure that all of them followed the instructions well. Next, Instructor 1 also asked volunteer students to write the answer of the questions on the white board to make encourage them active in a class. The last, Instructor 1 also appreciated and respected to the students who participated by giving them a mark/point.



APPENDIX 1

OBSERVATION FIELD NOTES

Observation III

Date : 9 November 2018

Time : 2 x 50 minutes at 3.15 p.m

The instructor : Instructor 1

ESP Course/Class : Listening course/ Forestry

Procedures :

1. The researcher asked permission to Instructor 1 to conduct research in their class.
2. The researcher came together to the classroom.
3. The researcher taken a seat at the back.
4. The researcher observed the class until the end.

MATRIX OF FIELD NOTES

The Cause	The Problems
1. Pupils as the source	1. Instructor 1 found some of the students were absence. 2. Instructor 1 found noise because of the students talking to much. 3. Instructor 1 found the students came late.
2. Teachers as the Source	1. Instructor 1 had one meeting off because of her sickness. 2. Instructor 1 came late to the class.

➤ **Solution of the challenges**

The Problems	The Solution
1. Pupils as the source	1. Instructor 1 gave appreciation to the students who were coming to this meeting after middle test. 2. Instructor 1 was silent for a while, and used her finger as the sign to be silent, then the students were directly remind another friends to be silent “ssstttttt”. 3. Instructor 1 asking the reason and warning for the next meeting should be on time.
2. Teachers as the Source	1. Instructor 1 gave additional assignment. 2. Instructor 1 asked apologize for being late for that time.

Note:

In this meeting, teacher gave a movie as alternative teaching source and material for listening practice to do it by meant, made the students cooling down after middle test and avoided boredom in the class. Instructor 1 asked the students to catch sentences or information that they heard. In the end of the movie, Instructor 1 asked about the movie. Then, the students gave some responses.

APPENDIX 1
OBSERVATION FIELD NOTES

Observation I

Date : 17 October 2018
Time : 2 x 50 minutes at 8.40 a.m.
The instructor : Instructor 2
ESP Course/Class : Speaking course/ Mechanical Engineering
Procedures :

1. The researcher asked permission to Instructor 2 to conduct research in their class.
2. The researcher came together to the classroom.
3. The researcher taken a seat at the back.
4. The researcher observed the class until the end.

MATRIX OF FIELD NOTES

The Cause	The Problems
1. Pupils as the source	1. All the students were coming late because of they have to move from another course to this course that consumed more time. 2. Instructor 2 also found some students were lack of attention and participation.
2. Teachers as the Source	- There was no problem related this case.

➤ **Solution of the challenges**

The Problems	The Solution
1. Pupils as the source	<p>1. Instructor 2 directly started the classroom activity. Instructor 2 asked the students to be more on time come to the course. Instructor 2 understood the condition of the students for being late, therefore Instructor 2 did not give such kind of punishment.</p> <p>2. Instructor 2 tried to control all of students to follow the lesson well by moving around among the students. Instructor 2 also called the students' name to present their group work, because none of them want to present volunteer. Instructor 2 also asked the students to move closer because of their lack of concentration.</p>
2. Teachers as the Source	-

Note:

This course was designed outdoor class, therefore Instructor 2 found some challenges such as noisy from the environment. Instructor 2 also did not has permanent class, so sometimes he and his students should find available place for teaching and learning that consumed the time. However, instructor 2 was successful to solve the condition by always preparing and thinking alternative place for studying. Instructor 2 found that their students did not have initiative to perform the work by themselves, therefore instructor 2 called their name to make them speak up. Moreover, instructor 2 also tried build a tight relationship with the students to make them felt comfort and free to speak up by seating closer and making a chit chat with them during the classroom activities.

APPENDIX 1

OBSERVATION FIELD NOTES

Observation II

Date : 7 November 2018

Time : 2 x 50 minutes at 8.40 a.m

The instructor : Instructor 2

ESP Course/Class : Speaking course/ Mechanical Engineering

Procedures :

1. The researcher asked permission to Instructor 2 to conduct research in their class.
2. The researcher came together to the classroom.
3. The researcher taken a seat at the back.
4. The researcher observed the class until the end.

MATRIX OF FIELD NOTES

The Cause	The Problems
1. Pupils as the source	<p>1. Some of the students were coming late because of they have to move from another course to this course that consumed more time. Some of them also still find the place because the place for teaching in this meeting has already been moved.</p> <p>2. Instructor 2 also found the student were playing his mobile phone for chatting.</p>
2. Teachers as the Source	<p>1. Instructor 2 had one meeting off.</p>

➤ **Solution of the challenges**

The Problems	The Solution
1. Pupils as the source	<ol style="list-style-type: none"> 1. To save the time, Instructor 2 directly started the course. While waiting the half other students, Instructor 2 checked the attendance list. Instructor 2 also asked the students tried to be more quickly moved from the course before. 2. Instructor 2 controlled the students by calling the students' name who was chaos or lack of attention to the lesson. For example, the students' who was busy with his mobile phone for chatting, Instructor 2 directly admonished those student "stop chatting".
2. Teachers as the Source	<ol style="list-style-type: none"> 1. Rescheduled the meeting or giving additional assignment through online platform.

Note:

Instructor 2 often asked the students to answer the question randomly, in order to make them focused to the lesson. Moreover, Instructor 2 also often divided them into group by himself. It was by meant to save the time and avoided chaos among them. Instructor 2 also tried to move around controlling the students to make sure that they followed the instruction and discussed with their group well. Those actions were addressed to minimize misbehavior students so they could learn optimally. Besides, Instructor 2 and students seemed find the problem which came from the environment, noise. It was a challenging because Instructor 2 and students must continue teaching and learning process. Instructor 2 solve the noise by moving around while explaining and also coming closer to the students while they were speaking.

APPENDIX 1
OBSERVATION FIELD NOTES

Observation III

Date : 14 November 2018
Time : 2 x 50 minutes at 8.40 a.m.
The instructor : Instructor 2
ESP Course/Class : Speaking course/ Mechanical Engineering
Procedures :

1. The researcher asked permission to Instructor 2 to conduct research in their class.
2. The researcher came together to the classroom.
3. The researcher taken a seat at the back.
4. The researcher observed the class until the end.

MATRIX OF FIELD NOTES

The Cause	The Problems
1. Pupils as the source	1. Some of the students still came late because of they have to move from another course to this course that consumed more time.
2. Teachers as the Source	- There was no problem related this case.

➤ **Solution of the challenges**

The Problems	The Solution
1. Pupils as the source	1. Instructor 2 directly started the classroom activity, then give instruction for the first activity. Instructor 2 asked them to make a paragraph by about their past moment in “Pesmaba” which consist around 5-8 sentences. Instructor 2 already made anticipation by writing a formula in a whiteboard how to start writing past story. Then, Instructor 2 also checked the attendance list while they were working. Instructor 2 did not have the time to check the attendance in the beginning of the lesson because of their late.
2. Teachers as the Source	-

Note:

In this meeting Instructor 2 did not meet many problems. Instructor 2 made the students busy to arrange a paragraph. While doing their work, Instructor 2 moved around to control the students that they did the work well. Instructor 2 seemed remind the students with the formula of making past tense story and about the time for working. After making a past story, Instructor 2 tried to call students present their story face to face with Instructor 2, to correct and make a scoring.

APPENDIX 2

INTERVIEW GUIDE

Date : 13 November 2018

Time : 11.00 a.m.

The Instructor : Instructor 1

Procedures :

1. The researcher asked permission to the teacher for doing interview.
2. The researcher made an appointment with the teacher.
3. The researcher came to the campus and interview the teacher.
4. The researcher used recording and field not as the instruments for interview.

The interview

1. What do you know about classroom management?

Because I have no background in education, what I know it in this work after barrier so far, I know by doing, learning by doing. So classroom management is how to control the students how to make the students learn appropriately ideally like that. Actually there is a lot challenges of course, especially here. Actually I never taught ESP before, I ever teach another faculty but for general English.

2. Do you think that classroom management is important?

Yes of course, it influence the way how the class run, whether it is smooth or not it depend on the classroom. The size is also determine for example in reading class I have seventy students in one class with minimum fifty students. There is no chairs left, every chairs is filled and the room is not big enough, so the challenge like I meant that the condition, and there is no air conditioner, the fan is that kind like an old. Then, the students feel like uncomfortable.

3. Then, how you cope those problem?

I need to control the students, and they start to chit chat with their friends because they are not comfortable with the clime and condition, and situation of the class which is hot in the afternoon. At that period, the

students' concentration are low, it is different if it is scheduled in the morning, but the problems to find the class in the morning is really impossible, because we need the class.

4. In the first meeting, I saw you found problem with tape recorder/ speaker, can you tell about experience or your feeling?

As a lecturer, of course I feel like a bit disturbed and worry, what I am gonna do is the audio does not work, and need to go back to my office take another speaker and try it many times. Because it consumed much times so the class run unexpected. I asked the students to studying the text by themselves for a while.

5. And then you are afraid your students do not follow the instruction and you cannot give whole activity?

Yeah I am afraid the time is not enough for the whole activity but I think at least the students get something rather than doing not useful.

6. And then I also found you give additional time to repeat the audio? how many time for normally play the audio?

Actually, twice for playing the audio for practice and even they were not from English department I try to play twice, but for in case depends on the students' condition, I just want them to practice more. So sometime I give it three times. Then for final test I just play once.

7. How if your students did not finish yet?

Yeah sometimes the students ask for it, I will see their result on middle test, if really bad, I try to play twice even three times that is bad, but I have to reach maximum score.

8. During the classroom there are some students who are talkative and talking improper words and I saw you come closer to him to give warning and mark their name on the attendance list, is it right?

Yeah, one of my students talk improperly. I will warn if they said improperly in the academic setting, I just do not want that those students repeat it again. I just want to give them education even though they are university students they have to behave properly like their previous

education. I warn them actually like in the beginning of introductory meeting as the contract class, I will say to them I have a different ways of giving score compare to other lecture that I called it as “nilai amal dan perbuatan selama di kelas” (attitude score), it is not about your intelligent but also your attitude here is counted, put into consideration for giving score.

9. I also saw that your students so noisy talking with their friends? Can you tell the condition?

Yes, another not interested fact that we have to face as a teacher is that some classes are having students more than forty. Then, it also has another challenge to manage the class. The class might be more crowded might be some more active, some others talk by themselves where the class is met in the evening.

10. When you cannot finish teaching the material in one meeting because you teach many students?

Yes, of course, because the number of the students sometime impossible to make it in one meeting, so I will give the same topic in the next material if it does not finish one meeting.

11. Have you ever make it in a discussion or grouping?

If I teach about asking and giving opinion as well as refusing the opinion then I will make the students working in pairs it depends on the topic, it is more flexible not like reading. Reading is they make a group of course only one row because the limited space of the class. So such as the problems is too many students, ideally with small number and ideal situation I will provide group works to make me easy control their work.

12. How about your careless students, they do not pay attention to the lesson?

Oh yeah, of course some of them did not pay attention to the lesson especially those who are far from me. So about those students who are careless join the activity I have the way by pointing them, I do the scanning, and I usually monitor them by walking around. I ask them randomly to presentation so all the students must be ready.

13. Because in listening class you also need to creative to create the material, and I found that you use song and video for listening practice, do you find difficulties to fit the topic with the song?

Yes, of course, because they are from forestry major, and the song about forestry is hard to find. So when I give the song, I just want to make them relax after listening practices. The song just additional activity to enrich their vocabulary.

14. How about your students who do not submit the assignment?

Yeah, in every class. There are two types of students, the one who really diligent, and the one who are careless or lazy students, they do not even submit the assignment. But no matter the type of students I warn you have to submit the assignment even late, they must be responsible with their assignment. I have story about those kind students, he was absent for many times, and then I said, you must follow others (do the same assignment like the other friends) in one week, to make it fair. But he never fulfilled it, so I give the score D.

15. I also saw you appreciate your students who are coming and participate to the activity, what is your purpose it?

Basically everybody is the same one to be appreciated, if we give a compliment when they do something right, I think their motivation get higher, they will more active in the class. For example in reading class, I usually ask them to read the sentence or translate it. Then I say to them that I give the star on their name that will help their score in the end. I never provide them snacks, but I give such a point I said who wants to participate answer the question I give the stars in attendant list, they even check it sometimes.

16. How about late comer students?

Yeah, I about being late maybe `I just warn them in the next meeting they just come earlier sometimes I give them punishment for example to translate the text (in reading class), but if they were absent for more than three times I always give them like a warning, for example when the students did not come in the last meeting, in the next meeting when I

check the attendance list I ask the students 'where were you last week?' such like I control them, I warn them, and reminding them that they cannot absent for more than three times, so they will not get wrong someday. If they cannot come because of sick they should give me know and send me the authentic proof.

17. You also aware that your student feel bored in the classroom, because sometimes some students already finished the work but some others not yet, I saw you ask them to bring candy, is it right?

Yes, because in listening practice sometimes they feel sleepy because they do not know what is all about and they just give up. I just try to do my best to keep them along the class.

18. To make the class feel relax and comfortable, is it your purpose to make it jokes in the classroom?

Actually, I am not making a joke but I doing naturally I never plan will do this and this. I just try to make the class enjoy not like English department class which is more strict. So because this is ESP which consist of non-English department students it will be more flexible and fun learning. If they feel the class is fearful they even do not want come to the class.

19. I also saw you ask apologize when you are coming late, yes is it?

Yes, I manage my time and try to be on time, if sometimes I am late I let the captain know and ask him to handle the students in that time, then I apologize to them when coming. If I cannot come to the class I make up class or giving additional assignment

I also announce the captain that I am gonna late because I need to do lots thing in the office for example. I inform the captain to handle their friends and sometime ask them to read the material that I have shared to them before the class.

20. I also was you that you ask to make up class because you have some class was off, but no fix agreement from them?

Yeah, it always happened, to make up class we cannot do listening in the gazebo because of so much disturbing and to find the room is also hard, so

the only way is to give them additional assignment. Usually I give the form and audio to do individually or sometime with the group. Then in the next meeting I take for some times to discuss it before we come to another topic or materials.

21. How you make sure that they understand the assignment?

Usually they ask me on message to ask something that they still confuse.



APPENDIX 2

INTERVIEW GUIDE

Date : 14 November 2018

Time : 11.00 a.m.

The Instructor : Instructor 2

Procedures :

1. The researcher asked permission to the teacher for doing interview.
2. The researcher made an appointment with the teacher.
3. The researcher came to the campus and interview the teacher.
4. The researcher used recording and field not as the instruments for interview.

The interview

1. How do you know about classroom management? What do you think about classroom management? How is it important?

I think the classroom management is important to be implemented and understood by the lecturer in order to make sure that the students will get the appropriate material and situation about the teaching and learning activities. And I think it is important, because we need to understand our subject, our students, and as a teacher might not always use our curriculum design that we have prepare before the class. Because, when we are in the class it could be totally different, does not work in the class, does not fit with the class, because of the students' mood, because of many things in the class. So as the teacher we need to find immediate alternative teaching in every meeting.

2. What do the challenges in classroom management that you face in the beginning teaching? Your background is not from education, so do you think that your first year teaching is hard?

Yeah, for me it was a bit difficult to adjust the students who are not in a language or linguistic, it is hard for me at first how to make them interested in English how to make them understand and think that English is not something difficult and to make English fun for them. I think it the

hardest part to motivate them learn English. It is difficult to raise their awareness that English is important for them and English is medium to raise their future then English is not monster for them.

3. From the first meeting I saw that the class starting late, because the students come late, what is your consideration to directly start the class?

Yes, almost every meeting I face the students' coming late, but I try to manage it of course. I have already advised and suggested them to come on time, first we plan to have the class at mechanical building to easier them come to the class but then the gazebo there was full, and we should move here (a bit so far from mechanical building) so they always have reason that they need time to walk here.

4. What about being absence?

Yeah, we make contract that the students are okay to absence not more than three times, and those who are absence more than three times they have to come to me inform me what make them absence, if they want to have grade in the end of the semester they have to come me and I will give additional assignment. For late, we tolerate about fifteen minutes late, I do not give them punishment, but if they are late I ask them to inform me earlier in advance, also me if I am late I will inform the class that I will be late, so far the students inform me I think this oke.

5. Oh ya, And is it become the problem when they were late and influence your time for teaching?

Yes, of course the time allocation is affecting the teaching and learning process. But I think for this class, the big problem is because they have different background with a previous class that I have taught, for example when I teach the same skill that is speaking I give the similar topic with the previous class it will be easy to teach even though the class being late to start, but when it is new material so I think I need to be more patient and very slow to instruct them and come to the teaching material and topic, as long as they follow the material.

6. So it means you cannot force them to be faster for understanding the material?

Yeah, I do not think so, it is not possible to force the students. I follow their rhythm but also still have a plan and get adjective to particular meeting that they have to should acknowledge and recognize, for example to teach them about the pattern, I need to make the familiars first with the an environment with the context and the go directly to the main activity.

7. Yeah, because I saw also they difficult to arrange the sentences!

Yes, indeed. I realize their background that they might familiar with science or others subject than English, so I have to recognize their English.

8. I found you also mix the language when you deliver the material, so what is your consideration actually?

Yes, because sometime they feel hard to understand my English, so I have to mix. I just want to keep their motivated to study English.

9. I saw also you are so close to your students, what is your purpose of it?

I just want to make them comfort, and there is no a great barred we as a teacher and as a students, because we need to run the class then teaching and learning activity go well and we need to corporate together. Sometimes, I feel they are afraid of me as a lecturer so they will not more often to say something or even join the class.

10. Then, I also saw that you remember the students' name?

When I can remember their name, so they feel appreciate it, so I try to remember their name but not all I can. It is also can motivate them because I recognize them.

11. I also saw that you make a note while they present their work or speaking, what did you do?

I notice their pronunciation, speaking, words. It is also important to keep their motivation, I give mark to them but I don't give physical reward but I said rarely for physical reward.

12. And then you are not correcting while they are speaking, isn't it?

Yeah, I let them speak first but I usually make a not and fix their speaking in the end of the session. I just wonder that I interrupt them directly, I will

disturb their focus to speak, because I know their ability is on arranging the sentences and words. So I do not want to disturb their focus.

13. And then I also saw that you allow them to read the text?

So I always let them to read the text and I also ask them to minimize reading but sometimes they always focus on text unless I in front of them to stay and listen to them.

14. Why you make a group work?

So I choose students randomly, I create a group work. I just want to make it easy in controlling them. In speaking class I often make them work in pairs or group because they need to communicate and practice speaking.

15. Sometimes you give them additional time for discussion, why?

Because they do not finish yet, they are not ready to speak, so I need additional time.

16. I saw that speaking course is in outdoor class why?

Actually we get the class in the first, but it is not our permanent class. So our class is in gazebo. Sometimes it is good to make them not feel bored, but if when I have class and there is another class also come then it is not good. And I try to still keep the class run.

17. Oh ya, how about your class which is off last meeting?

Yeah, we need to make agreement then with the students to have make up class. If it is not, it is possible to make them have an online class like via module or google.doc, if we are not able to come to the class or another make up class. Edmodo is like platform where the students get the link to access and download the assignment so they get online learning.

18. I also saw your students were busy with their selves do not engage to the lesson because they sit so far from you?

Actually, I cannot arrange the seating because we are in gazebo I cannot move the seating because it is permanent, so I just can do moving around to control and monitor them to remind to be focus to the lesson.

19. Do you allow your students to use their mobile phone in the classroom?

I allow them to use phone for the term of English or teaching activity for looking the dictionary or the word meaning and so on. But somehow, it is also difficult for me to control what they open in their smart phone. But in other side, if I do not let them open dictionary they will ask me a lot, so I let them to be independent actually. So I ask them to not use the phone for non-English activity. I will warn them if they still do it.

